Integrated Student Supports

A promising approach to ensuring the academic and developmental success of every student
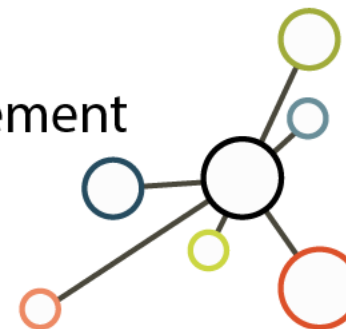
House Education Committee
December 3, 2018

Office of Superintendent of Public Instruction
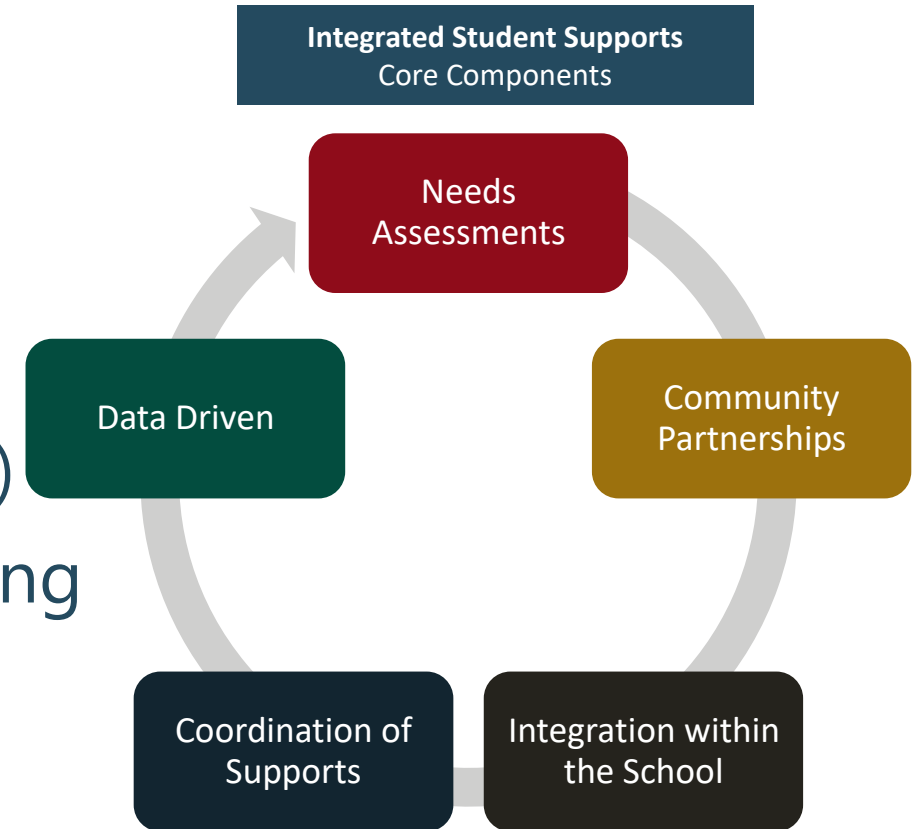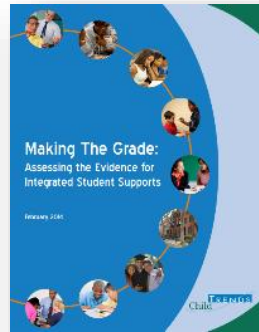
Chris Reykdal, State Superintendent

CISL's Mission

To *connect* people to the research and information they need to eliminate educational opportunity gaps and improve learning and teaching in Washington State.

Washington Integrated Student Supports Protocol (WISSP)

- Created by the State Legislature in 4SHB 1541 (2016)

- Based on recommendations of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

- Informed by the 2014 *Child Trends* "Making the Grade" report

Making The Grade:
Assessing the Evidence for
Integrated Student Supports

February 2014

Integrated Student Supports
Core Components

Needs Assessments

Community Partnerships

Data Driven

Coordination of Supports

Integration within the School

Partnership with Child Trends

- Assisted with protocol development
- Updated report released December 2017
  - 10 more ISS models (total = 19)
  - Interviews with Washington principals
    https://www.childtrends.org/publications/making-grade-progress-report-next-steps-integrated-student-supports/

- Integrated student supports webinar
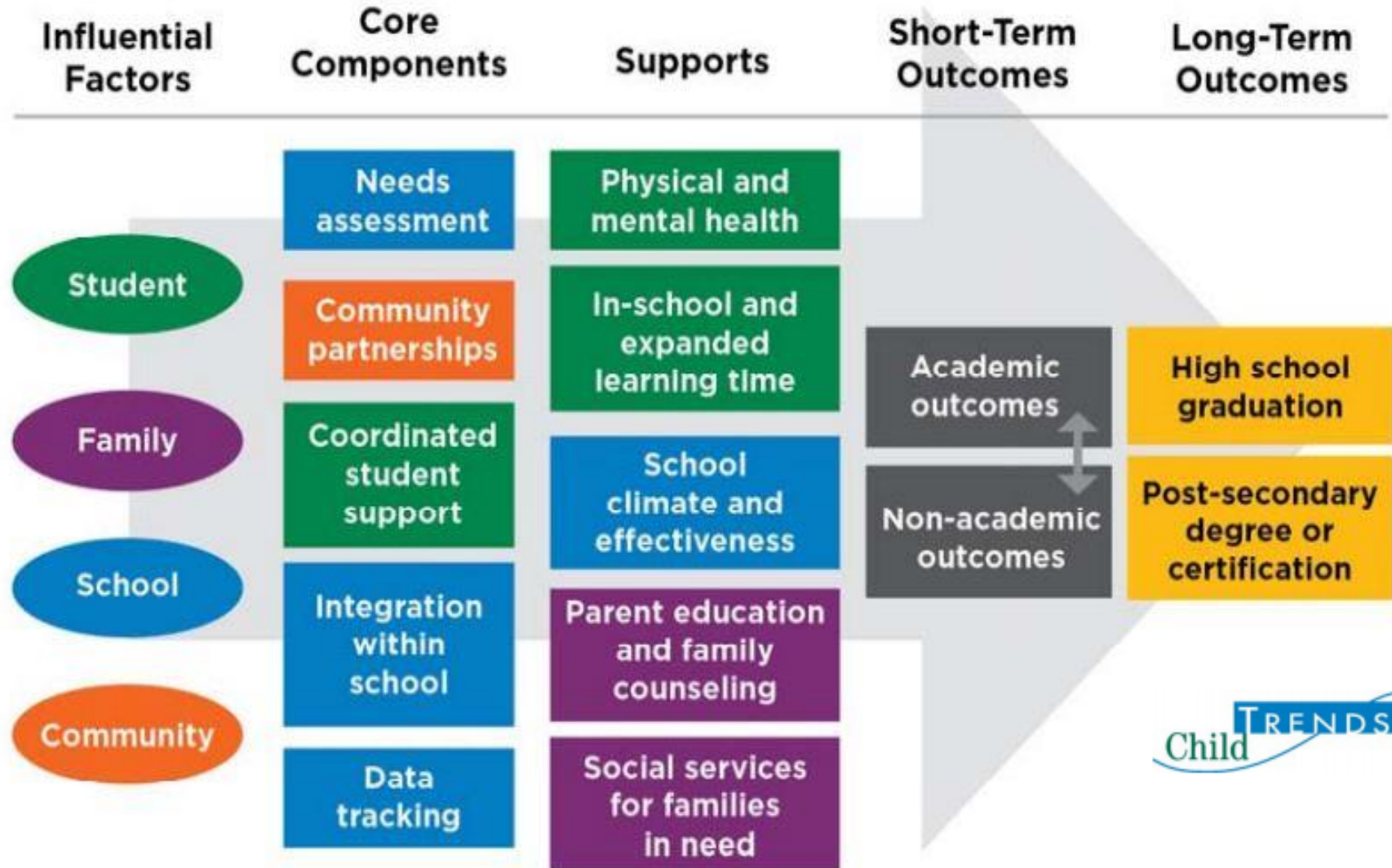
https://youtu.be/aCm7aJ1sBCs

What are Integrated Student Supports

"Integrated Student Supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement."
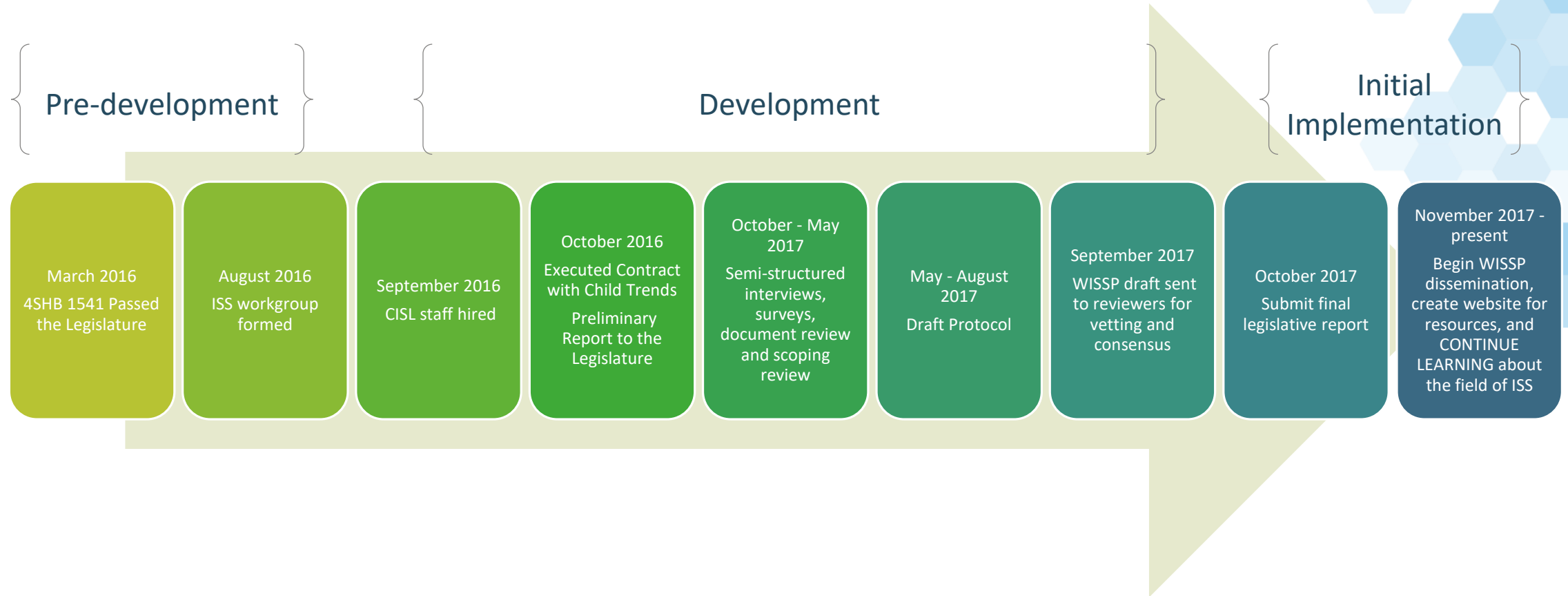
- Child Trends, 2014

Why Focus on Integrated Student Support?

Development of the WISSP

Pre-development

Development

Initial Implementation

March 2016
4SHB 1541 Passed the Legislature

August 2016
ISS workgroup formed

September 2016
CISL staff hired

October 2016
Executed Contract with Child Trends
Preliminary Report to the Legislature

October - May 2017
Semi-structured interviews, surveys, document review and scoping review

May - August 2017
Draft Protocol

September 2017
WISSP draft sent to reviewers for vetting and consensus

October 2017
Submit final legislative report

November 2017 - present
Begin WISSP dissemination, create website for resources, and CONTINUE LEARNING about the field of ISS

WISSP Contents

Publication Date: October 1, 2017
Version 1

OSPI | Center for the Improvement of Student Learning

Washington Integrated Student Supports Protocol

Essential Practices for Implementing Integrated Student Supports

Developed by the Center for the Improvement of Student Learning, OSPI

Andrea Cobb, Executive Director

Kelcey Schmitz, Program Supervisor
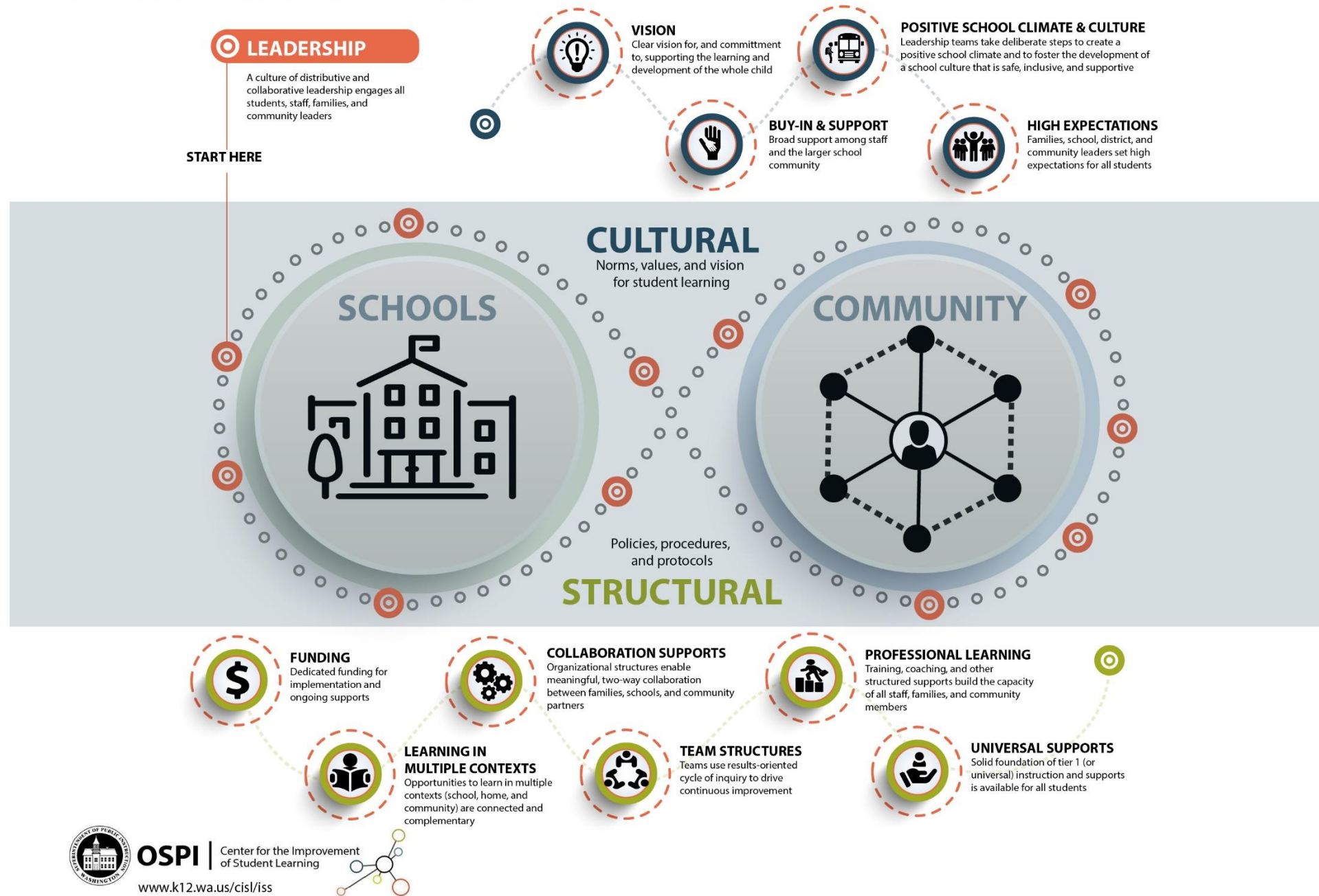
October 2017

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www.k12.wa.us/cisl/iss

ENABLING CONTEXT FOR IMPLEMENTING
INTEGRATED STUDENT SUPPORTS

LEADERSHIP

A culture of distributive and collaborative leadership engages all students, staff, families, and community leaders

START HERE

VISION
Clear vision for, and committment to, supporting the learning and development of the whole child

POSITIVE SCHOOL CLIMATE & CULTURE
Leadership teams take deliberate steps to create a positive school climate and to foster the development of a school culture that is safe, inclusive, and supportive

BUY-IN & SUPPORT
Broad support among staff and the larger school community

HIGH EXPECTATIONS
Families, school, district, and community leaders set high expectations for all students

CULTURAL
Norms, values, and vision for student learning

SCHOOLS

COMMUNITY

Policies, procedures, and protocols

STRUCTURAL

FUNDING
Dedicated funding for implementation and ongoing supports

COLLABORATION SUPPORTS
Organizational structures enable meaningful, two-way collaboration between families, schools, and community partners

PROFESSIONAL LEARNING
Training, coaching, and other structured supports build the capacity of all staff, families, and community members

LEARNING IN MULTIPLE CONTEXTS
Opportunities to learn in multiple contexts (school, home, and community) are connected and complementary

TEAM STRUCTURES
Teams use results-oriented cycle of inquiry to drive continuous improvement

UNIVERSAL SUPPORTS
Solid foundation of tier 1 (or universal) instruction and supports is available for all students

OSPI | Center for the Improvement of Student Learning

www.k12.wa.us/cisl/iss

Integration of Supports

The school and district leadership and staff must develop close relations with providers of academic and non-academic supports to enhance effectiveness of the protocol.
RCW 28A.300.139

Brief overview …
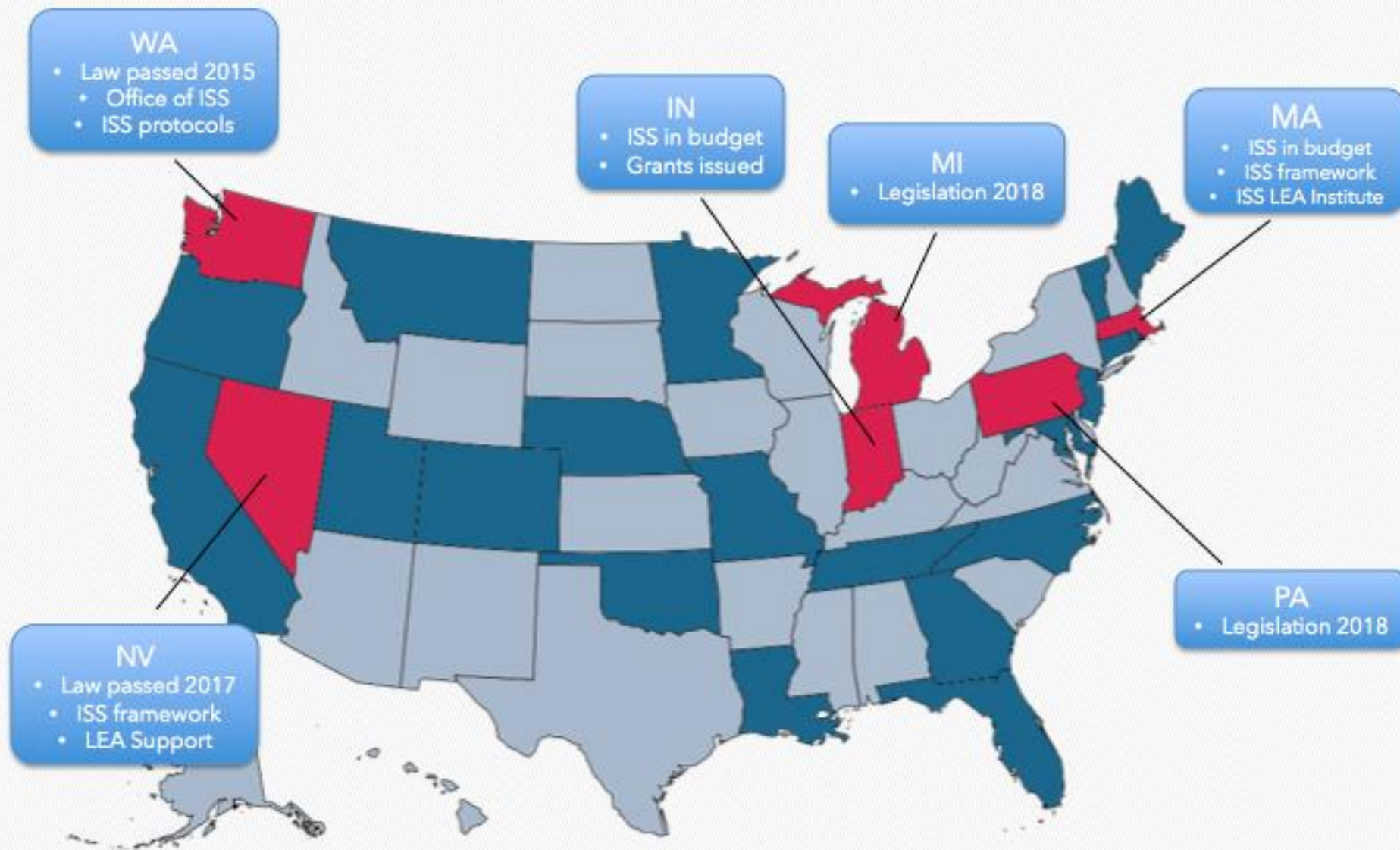
1) Student supports, offered by both the school and community organizations, are coordinated to facilitate seamless service delivery for students and families.
2) Academic and non-academic supports provided by community organizations/members are fully integrated into the everyday functioning of the school, as opposed to merely co-location or add-ons.
3) Community providers who work in school but aren't school staff are given adequate space and access to relevant student information, and their roles and responsibilities are clearly understood by staff, students, and families.
4) All staff are involved in supporting students and linking them to supports through identified channels.
5) Staff are trained to deliver and monitor supports in the setting that is least disruptive to the student's normal daily routine.
6) Strong communication channels between community providers, schools, and home allow for sharing of information to ensure new skills are generalizing in home and school environments and newly acquired supports are meeting the student's needs.

Examples and Outcomes

State Policy: Integrated Student Support

WA
- Law passed 2015
  - Office of ISS
  - ISS protocols

IN
- ISS in budget
- Grants issued

MI
- Legislation 2018

MA
- ISS in budget
- ISS framework
- ISS LEA Institute

PA
- Legislation 2018

NV
- Law passed 2017
  - ISS framework
  - LEA Support

CENTER FOR OPTIMIZED STUDENT SUPPORT

BOSTON COLLEGE

Communities in Schools

In the U.S., approximately 1 in 5 children under the age of 18 live in poverty, shouldering more than they should have to. Communities In Schools works directly inside schools, building relationships that empower students to succeed inside and outside the classroom.

BARR — **Building Assets, Reducing Risks** — is a strength-based model designed by an educator that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students. Schools within the BARR Network harness the power of relationships and data to become more equitable, ensure that no student is invisible, and remove both academic and non-academic barriers to learning.

THE BARR MODEL

- Focus on the whole student
- Hold regular meetings of the cohort teacher teams
- Provide professional development for teachers, counselors, and administrators
- Conduct risk review meetings
- Use BARR's I-Time Curriculum to foster a climate for learning
- Engage families in student learning
- Create cohorts of students
- Engage administrators

The BARR Story: https://youtu.be/JVn_fj6dlwA

BARR i3 Validation Study

Student Academic Outcomes	BARR	Control	Diff.	p value	Effect Size
Passing all core courses *N students: T=981 C=1,191*	**70.3**	**57.7**	**12.6**	**p<.001**	**0.25**
Female	85.2	79.5	5.7	p<.05	0.14
Male	**68.4**	**52.0**	**16.3**	**p<.001**	**0.33**
Students of color	**64.4**	**47.2**	**17.2**	**p<.001**	**0.34**
White	71.0	69.8	1.1	n.s	0.02
Free/ reduced price lunch	**69.5**	**53.4**	**16.0**	**p<.001**	**0.32**
Non-FRPL	37.8	36.8	1.0	n.s.	0.02

Teacher Outcomes	p value	Effect Size
Teacher collaboration with, and view of, colleagues	p<.001	0.11
Teacher use of data	p<.001	0.10
Teacher self-efficacy	p<.05	0.05
View of students' actual behavior	p<.05	0.05

Student NWEA Outcomes	BARR	Control	Diff	p value	Effect Size
Reading NWEA RIT score	222.81	221.69	1.13*	p<.05	0.08
Mathematics NWEA RIT score	231.21	229.74	1.47**	p<.01	0.08

Student SEL Outcomes	All Students	p value	Students of Color (Effect Size)	FRPL (Effect Size)	Males (Effect Size)
Supportive relationships	0.34	p<.001	0.43	0.35	0.36
Expectations and rigor	0.23	p<.001	0.31	0.26	0.28
Student engagement	0.12	p<.05	0.16	0.12	0.11

School sample (6 total within school RCTs)
- California (3); Maine (2); Minnesota (1);
- Rural (2); Suburban (3); urban (1)

Student sample (4,168)
- BARR = 981
- Control = 1,191
- 71% Student of color
- 70% Free/ Reduced-Price Lunch
- 21% English Learners
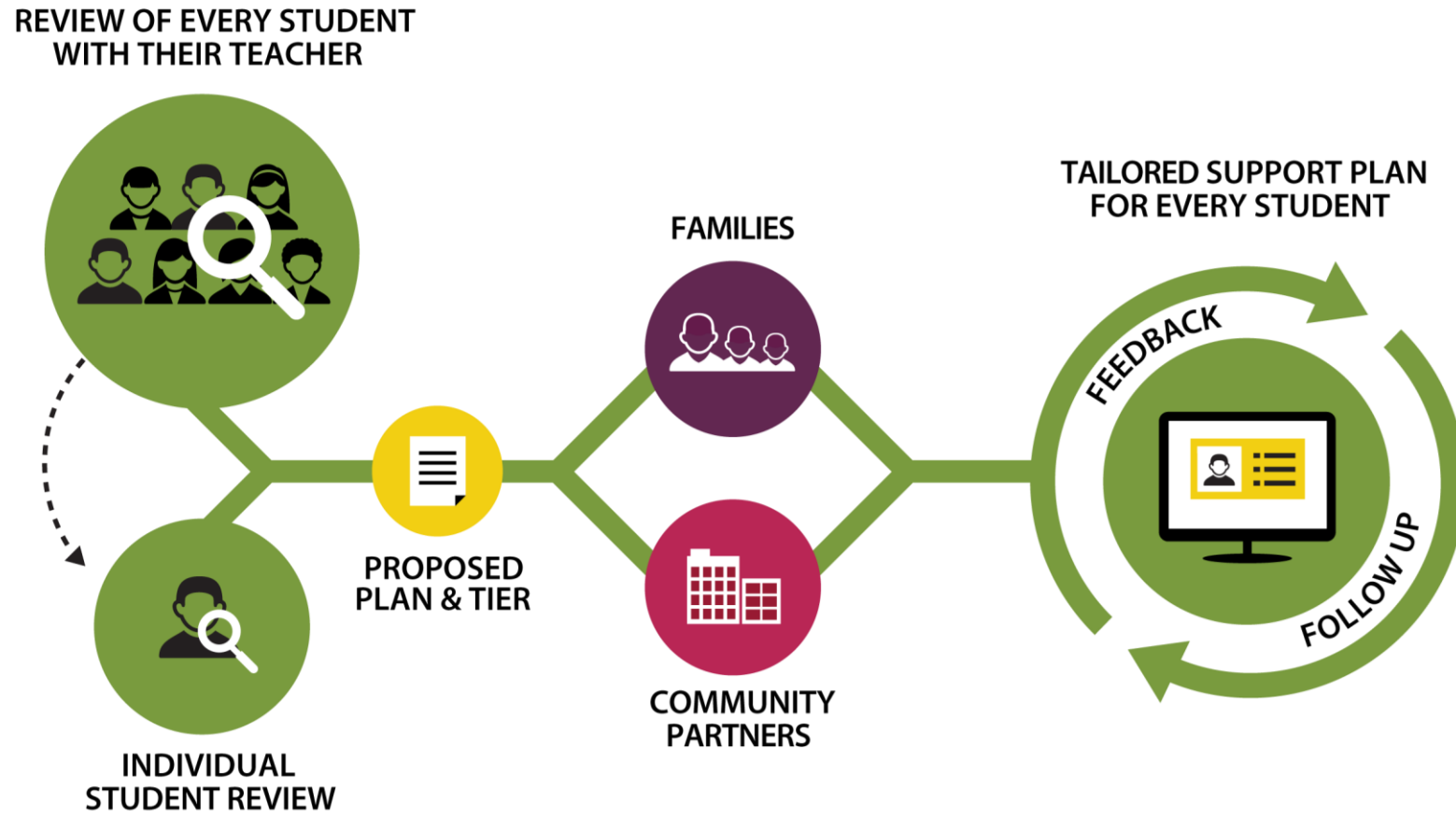- 8% Special Education Status

Teacher Sample (65)
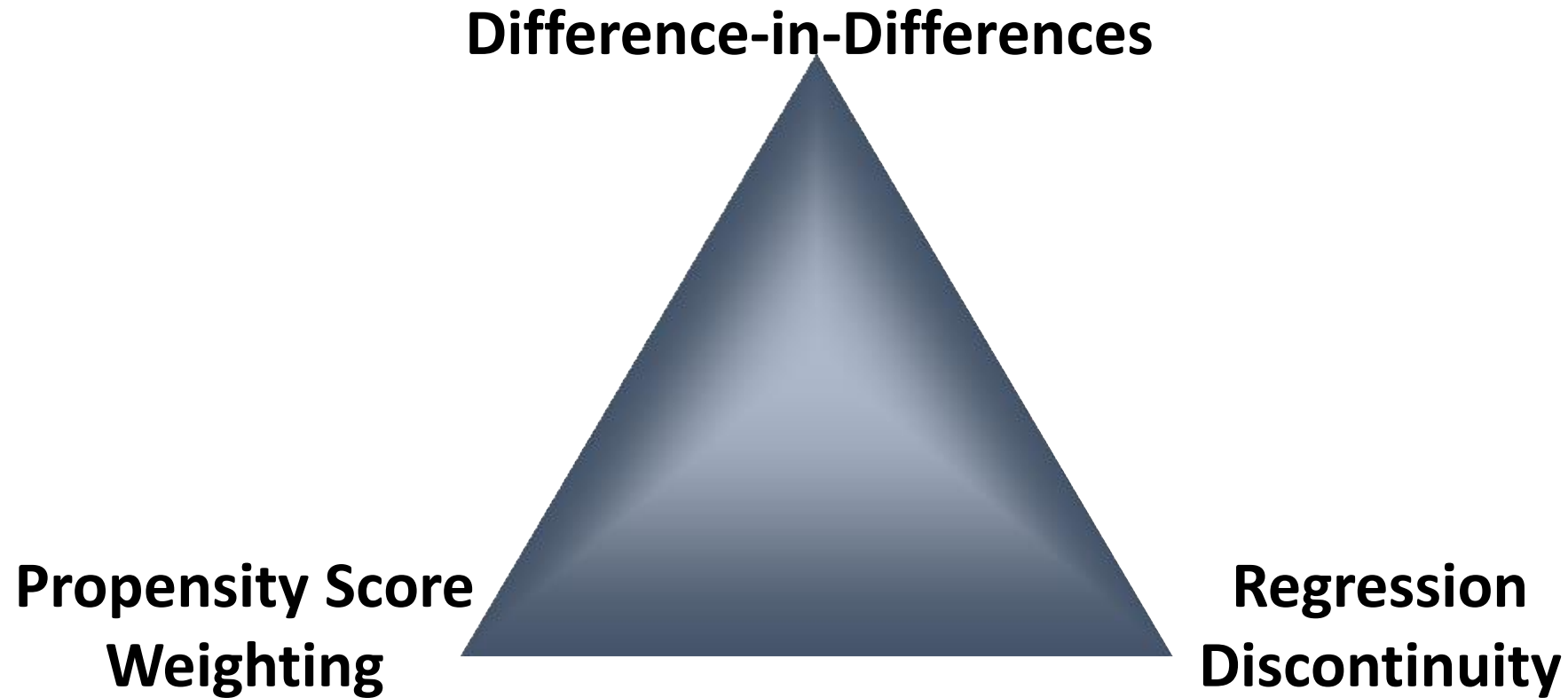- 30 BARR, 35 Comparison

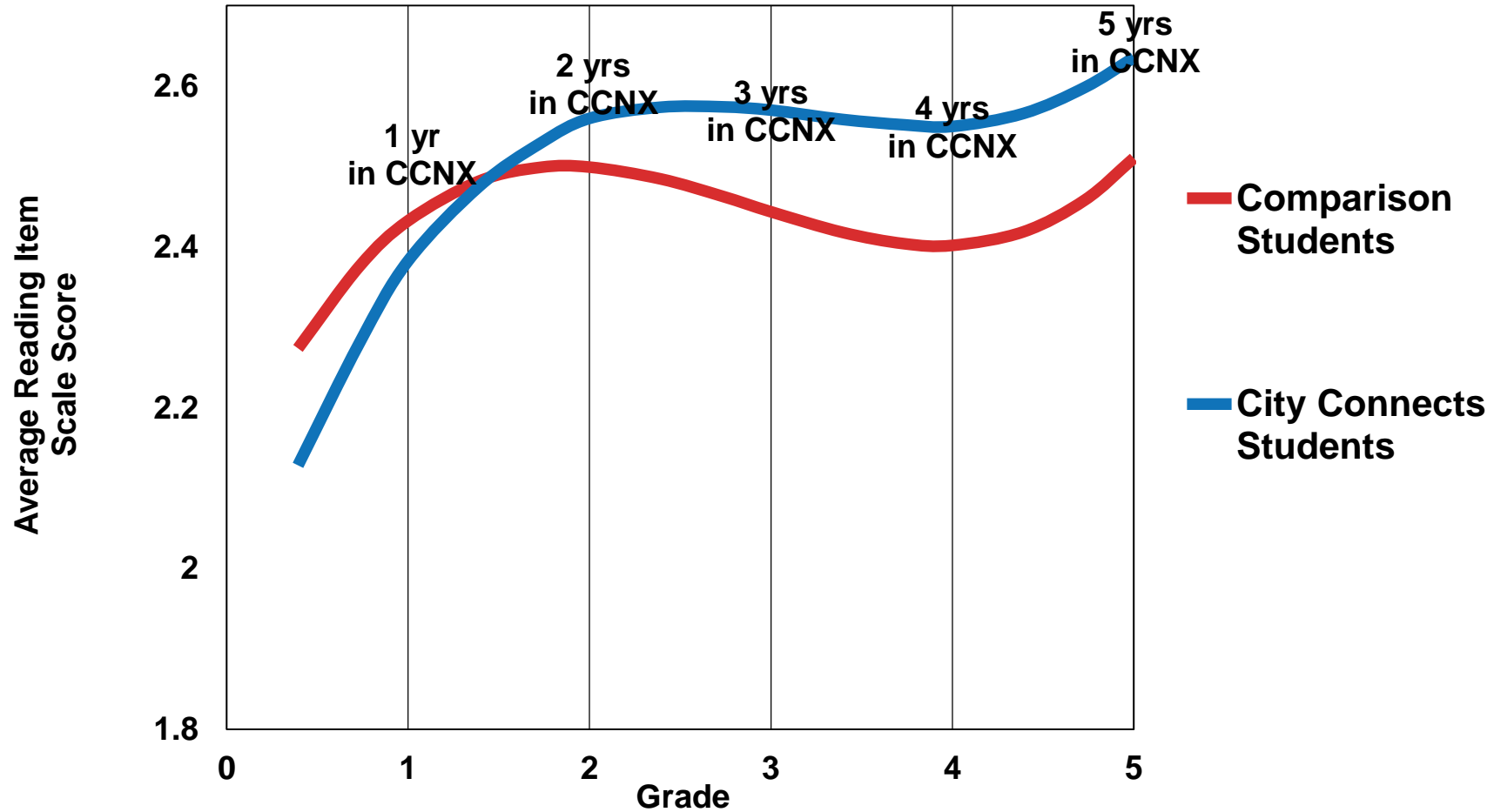# City Connects core practice
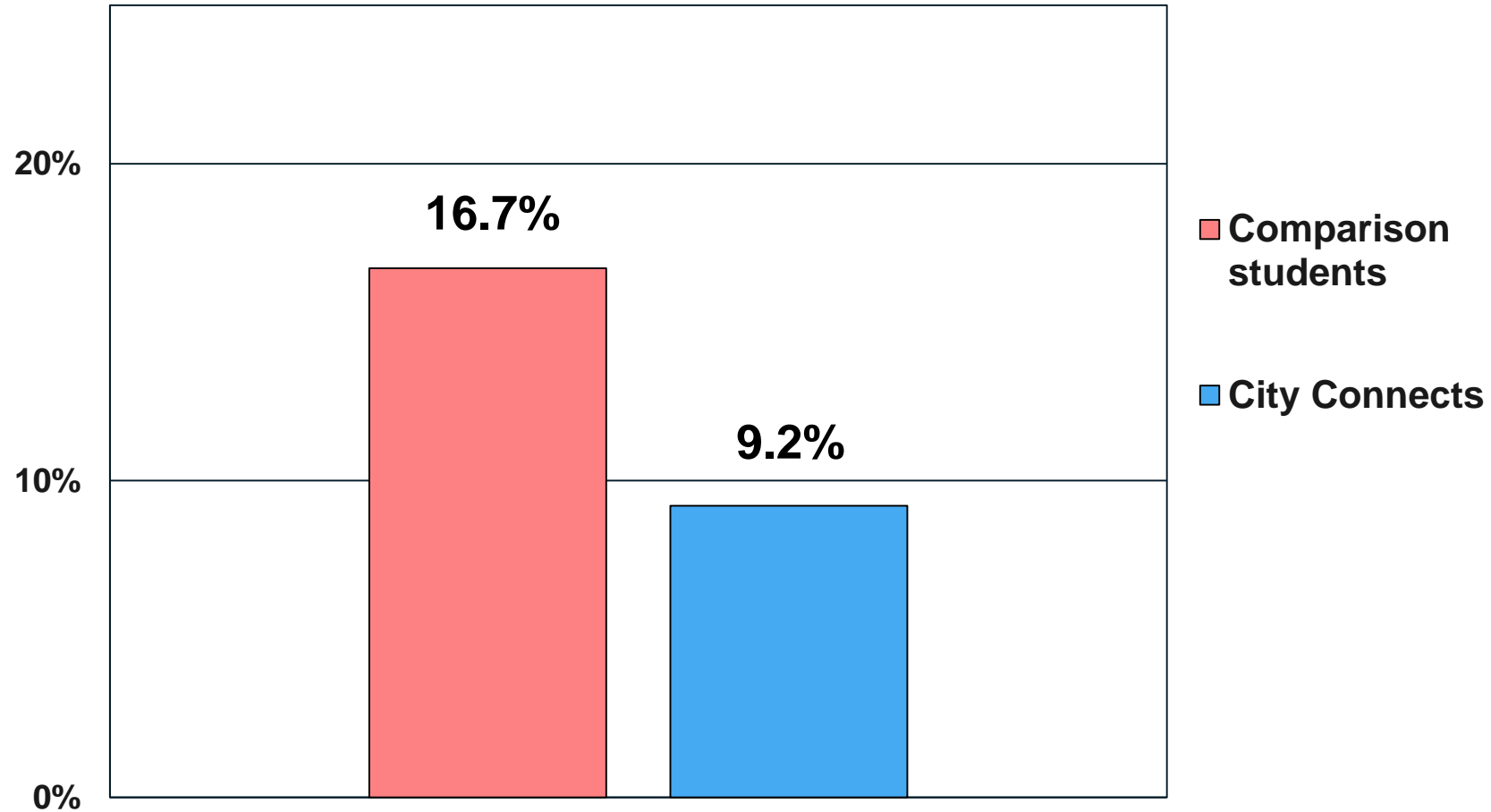# Every student, every teacher, every year

Findings converge across methods

Improved academic performance: Reading

Significantly less likely to drop out of high school

Principles of effective practice

Customized
individualized
universal

Coordinated
intentional
organized

Comprehensive
whole child
multi-tiered

Continuous
systemic
accountable

Integrated Student Supports

What we do

⬇

Multi-tiered System of Supports

How we do it

The Fruit Valley Elementary School Family Vancouver Public Schools